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ABSTRACT

This career education workbook for adults is designed to promote self-directed career exploration. The workbook activities are arranged to help the users complete the following steps in an organized fashion: (1) gather information about themselves, their current situations, realities and practicalities, and the larger world; (2) evaluate information by defining values, ranking values, and making choices; and (3) clarify goals by exploring alternatives and reaching decisions. These steps are illustrated in a graphic model called the "Arrow Decision-Making Process." Examples of some of the workbook activities include inventories, surveys, and questionnaires designed to identify occupational personality types, assess values, clarify goals, evaluate career possibilities, and assist the user in applying for jobs and writing resumes. (BM)

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Directions for change:

A CAREER DEVELOPMENT WORKBOOK

3rd Edition

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Jane Goodman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Developed by Jane Goodman, Sarah Uhle and Sylvia Walworth
Counselors at the Continuum Center

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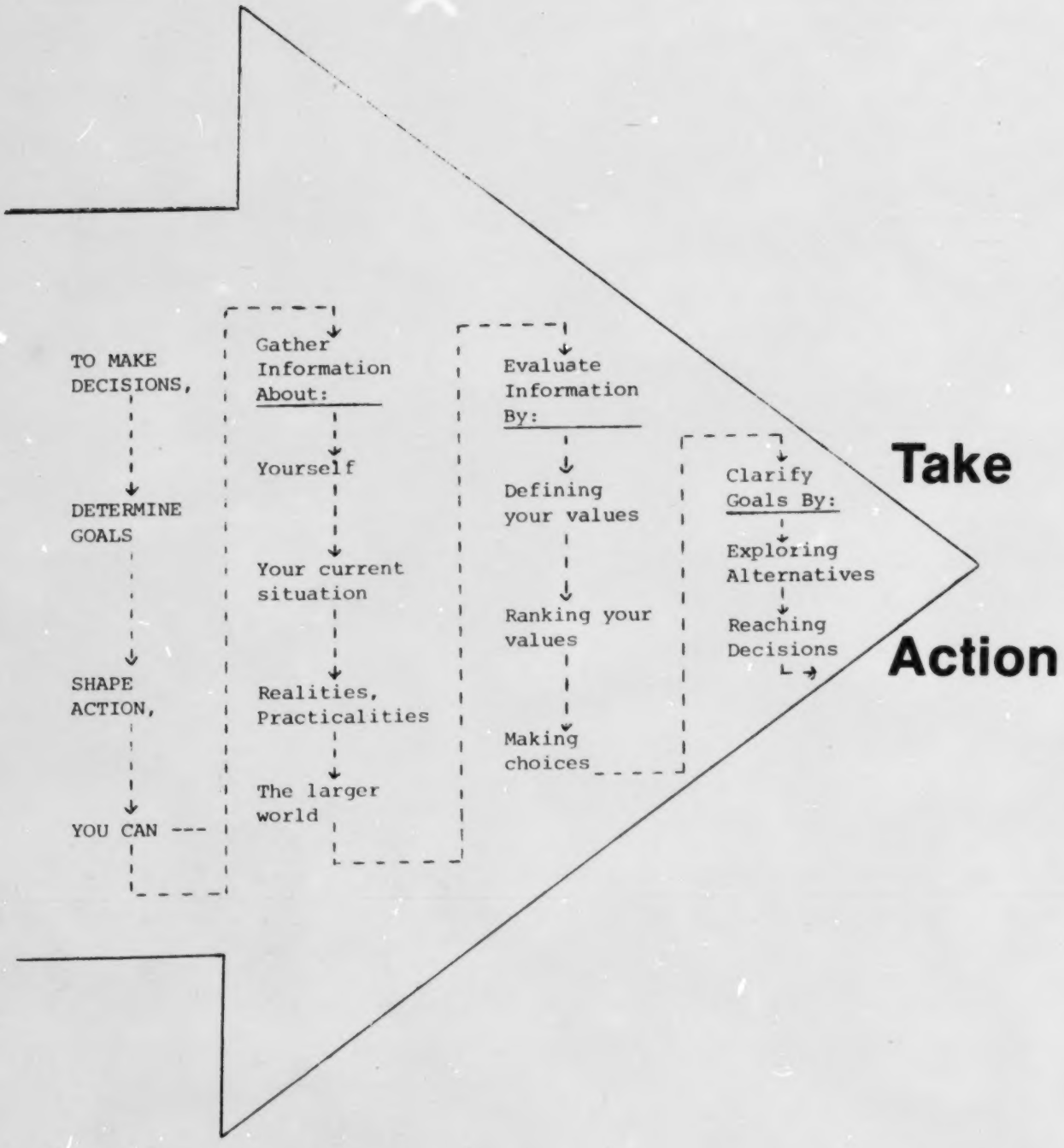
INTRODUCTION

The goal of this workbook is to enable you to become more self-directed in exploring careers. You will begin a process of gathering information about yourself and the larger world and assessing this information in terms of your values. You will then set priorities, develop alternate plans of action, and begin to implement some of these plans. You will be learning a decision-making process which is applicable to work, leisure, and life planning. This process encompasses examining your past activities, assessing your present situation, and planning for your future.

The materials which are included are designed to help you complete the above steps in an organized fashion. The arrow decision-making model (see facing page) provides a graphic representation of the process which you will follow in using this workbook.

Arrow Decision-Making Process



Decisions

You make decisions daily. Some of these decisions are routine while others may require greater thought and possible investigation before a decision can be made. Categories for defining decisions according to how you make them might include the following.

0 - Not generally perceived as being under your control; decision made by others.
1 - Automatic or routine; never think about it before deciding; habitual.
2 - Occasionally think about it before deciding.
3 - Think about it but don't study it or investigate it.
4 - Study about it a little; think about it a little; ask others about it before deciding.
5 - Study and think about it a lot; ask questions; read about it before deciding.

The following table suggests some decisions typically faced by many people. Read the list and consider how you would make each decision. Write the appropriate code number (0, 1, 2, 3, 4, or 5) after each decision on the list. If the decision is one that is not appropriate for you, leave it blank.

Typical Decisions	Code Number
To get up in the morning.	_____
Where to go on a vacation.	_____
To tell the truth.	_____
To disagree strongly with a friend.	_____
To further your education.	_____
What to wear.	_____
To apply for a job.	_____
How to discipline your children.	_____
To buy something new.	_____
To move to a new city.	_____
To accept a job with greater responsibility.	_____
To drive beyond the speed limit.	_____
What movie to see.	_____
How to deal with aging parents.	_____

Pages 2 and 3 adapted from Decisions and Outcomes, College Entrance Examination Board, Copyright 1973.

Your Typical Decision-Making Day

Now pick a day from the past week and list below the decision which you made on that day. Review your day beginning with the decision of when to get out of bed. Try to include some decisions in each of the following areas:

Personal and Social Decisions
Health and Safety Decisions
Educational and Career Decisions
Moral and Ethical Decisions

Using the same scale as on the facing page, indicate the appropriate decision category for each decision.

Decisions	Code No.	Consequences

Review your list of decisions and indicate one possible consequence of each decision.

What did you learn from this worksheet?_____

_____

What pattern did you find in your decision-making?_____

_____

What changes, if any, would you like to make in your decision-making?_____

_____

Your Past

Career development is an ongoing process which begins in childhood. In order to have a more realistic picture of decisions you have already made in the continuum of life planning, it may be helpful to start at an earlier developmental stage in your life. In answering all questions, try to be as specific as possible.

At age fourteen to twenty-one:

How did you spend your time?_____

_____

_____

_____

What things were you most interested in (hobbies, athletics, academics, social life, community service, etc.)? _____

_____

_____

_____

What were you like physically (general state of health, energy level, appearance, etc.)? _____

_____

_____

_____

What were your skills and abilities? _____

_____

_____

_____

What goals did you have for yourself? _____

_____

_____

_____

What alternatives did you see as open to you? _____

What alternatives did you see as not open to you? _____

What choices did you make? _____

How do any of those choices affect your life today? _____

What decisions have you made in recent years which have a direct or indirect effect on your situation today? _____

As you reviewed your past, what did you discover? _____

Learning From Your Past

From the time you were old enough to choose your own activities, to yesterday, you have done many things. Some of these activities and accomplishments you have really liked or done well. Reviewing these past activities can help you identify those elements or skills which you might want to include in a future career, i.e., those which afford you personal satisfaction; and those which you might want to avoid. In completing the following worksheet, try to list both liked and disliked activities from your past.

Past Activities or Accomplishments: Educational Vocational Leisure	What you liked about or did well in this activity:	Skills you developed or elements which you might like a future career to include:

What you disliked about or didn't do well in this activity:	Elements which you might like to avoid in a future career are:	One career or leisure pastime which would include the pluses of the past activity, and exclude the minuses:

RIASEC — Choosing Your Occupational Type

Read the following descriptions of six occupational personality types. Then pick the three which seem to best fit your interests and capabilities. Write the code letter for these three on the lines provided.

The REALISTIC (R) person prefers concrete to abstract problems and has good motor coordination and skill.

The INVESTIGATIVE (I) person prefers to think through problems, is task oriented, and enjoys ambiguous work.

The ARTISTIC (A) person prefers tasks in which interpretation or creation involve individualistic expression of taste, feelings, or imagination.

The SOCIAL (S) person prefers tasks which emphasize communication with, and caring for, other people.

The ENTERPRISING (E) person prefers to use verbal skills to persuade or sell to others.

The CONVENTIONAL (C) person prefers structured verbal and numerical activities requiring systematic and concrete thought.

The three letters which best describe you are:

____ ____ ____

Now read through all of the occupational titles in The Occupations Finder* and (1) cross out all of those which you would not consider; (2) read through the list again and circle all of those which you might seriously consider; and (3) choose five of these circled activities which most interest you and write them, their code letters, and the education required on the lines below.

Job Title	Code Letter(s)	Education Required

In completing this worksheet, I found that I _____

_____

*Holland, John L., The Self-Directed Search and The Occupations Finder, Consulting Psychologists Press, Palo Alto, California 94306.

Values

Most of your values have not come as a process of reasoning but rather through authority or suggestion -- your parents, teachers, social environment, literature, or sometimes just an intuitive feeling. According to the Merriam Webster dictionary a value is: "A principle, moral, ethic, standard or quality considered worthwhile or desirable; to regard highly, to prize; what is most important to you alone; an unconsciously or consciously-held belief upon which you act."

Below are listed some areas in which people hold values and some possible values in each area. Fill in the blanks with some values which are important for you in each of these areas.

Areas	Possible Values	
Interpersonal Relationships	Others' Opinions Being Loved Being Cared For Caring For Others	_____ _____ _____
Work	Recognition Anonymity Independence Usefulness Creativity Teamwork	_____ _____ _____
Personal Taste (clothes, hair style, home furnishings)	Comfort Others' Admiration Fashion Dictates Looking Youthful Looking Older	_____ _____ _____
Leisure Time	Tranquility Excitement Privacy Togetherness Fun Creativity Productivity	_____ _____ _____

Discovering Your Values

In each of the following five pairs, circle the word which best describes you.

LONER	-	GROUPER
SPENDER	-	SAVER
EXPERIMENTAL	-	TRADITIONAL
LEADER	-	FOLLOWER
IMPULSIVE	-	DELIBERATE

Now quickly list 20 things which you really like to do. Be as spontaneous as possible in making this list. When you are finished see page 11 for further instructions.

Activity	A/P	$	R	I	Pl	T	*	Date	Value
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

In the box below are explanations of the headings on your activity list and instructions on how to use them. Follow the instructions for each coding and complete each before preceding to the next. The purpose of these codes is to help you discover what you value in those things you enjoy doing.

A/P - Place an A after each activity which you prefer to do alone. Place a P after each activity which you prefer to do with other people.

$ - Place a $ after each activity which costs over $5 each time you do it.

R - Place a R after each activity which you see as containing an emotional, intellectual or physical risk for yourself.

I - Place an I after each activity which you usually initiate.

Pl - Place a Pl after each activity which for you requires planning prior to doing it.

T - Place a T after each activity which you would enjoy more with more training.

* - Star the five activities which you would least like to give up.

Date - Place the approximate date that you last engaged in each activity.

Value - Indicate in one or two words what you like (value) in the activity.

Review your list; think about your responses and complete the following sentences:

I learned that I _____

_____

I was pleased that I _____

_____

I was displeased that I _____

_____

Pages 10 and 11 adapted from Values Clarification, Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, Copyright 1972.

Your Present

Earlier in this workbook (pages 4 and 5) you reflected on your past and considered the important aspects of your life at that time. In order to better plan for the future, it is also important to consider your present life. In answering the following questions, try to be as specific as possible.

How do you spend your time? _____

What things are you most interested in? _____

What are you like physically? _____

What is your educational background? _____

What are your abilities and skills? _____

What goals do you have for yourself? _____

_____

_____

_____

What aspects of your life do you consider most important? _____

_____

_____

_____

What aspects of your life do you consider least important? _____

_____

_____

_____

What alternatives do you see as open to you? _____

_____

_____

_____

What alternatives do you see as not open to you? _____

_____

_____

_____

As you considered your present, what did you discover? _____

_____

_____

_____

What Are Your Strengths?

Here is a checklist of personal strengths that make a critical difference in jobs of various types. First, read each word and check the ones that describe you, as you are now. Then, look back over the list and circle the words that are most highly descriptive of you.

STRENGTHS CHECKLIST

_ *Academic*
_ *Active*
_ *Accurate*
_ *Adaptable*
_ *Adventurous*
_ *Affectionate*
_ *Aggressive*
_ *Alert*
_ *Ambitious*
_ *Artistic*
_ *Assertive*
_ *Attractive*
_ *Bold*
_ *Broadminded*
_ *Businesslike*
_ *Calm*
_ *Capable*
_ *Careful*
_ *Cautious*
_ *Charming*
_ *Cheerful*
_ *Clear-thinking*
_ *Clever*
_ *Competent*
_ *Competitive*
_ *Confident*
_ *Conscientious*
_ *Conservative*
_ *Considerate*
_ *Cool*
_ *Cooperative*
_ *Courageous*
_ *Creative*
_ *Curious*
_ *Daring*
_ *Deliberate*
_ *Democratic*
_ *Dependable*
_ *Determined*
_ *Dignified*
_ *Discreet*
_ *Dominant*
_ *Eager*
_ *Easy going*
_ *Efficient*
_ *Emotional*
_ *Energetic*
_ *Enterprising*
_ *Enthusiastic*
_ *Fair minded*
_ *Farsighted*
_ *Firm*
_ *Flexible*
_ *Forceful*
_ *Formal*
_ *Frank*
_ *Friendly*
_ *Generous*
_ *Gentle*
_ *Good-natured*
_ *Healthy*
_ *Helpful*
_ *Honest*
_ *Humorous*
_ *Idealistic*
_ *Imaginative*
_ *Independent*
_ *Individualistic*
_ *Industrious*
_ *Informal*
_ *Ingenious*
_ *Intellectual*
_ *Intelligent*
_ *Inventive*
_ *Kind*
_ *Leisurely*
_ *Light-hearted*
_ *Likable*
_ *Logical*
_ *Loyal*
_ *Mature*
_ *Methodical*
_ *Meticulous*
_ *Mild*
_ *Moderate*
_ *Modest*
_ *Natural*
_ *Obliging*
_ *Open-minded*
_ *Opportunistic*
_ *Optimistic*
_ *Organized*
_ *Original*
_ *Outgoing*
_ *Painstaking*
_ *Patient*
_ *Peaceable*
_ *Persevering*
_ *Pleasant*
_ *Poised*
_ *Polite*
_ *Practical*
_ *Precise*
_ *Progressive*
_ *Prudent*
_ *Purposeful*
_ *Quick*
_ *Quiet*
_ *Rational*
_ *Realistic*
_ *Reasonable*
_ *Reflective*
_ *Relaxed*
_ *Reliable*
_ *Reserved*
_ *Resourceful*
_ *Responsible*
_ *Retiring*
_ *Robust*
_ *Self-confident*
_ *Self-controlled*
_ *Sensible*
_ *Sensitive*
_ *Serious*
_ *Sharp-witted*
_ *Sincere*
_ *Sociable*
_ *Spontaneous*
_ *Spunky*
_ *Stable*
_ *Steady*
_ *Strong*
_ *Strong-minded*
_ *Sympathetic*
_ *Tactful*
_ *Teachable*
_ *Tenacious*
_ *Thorough*
_ *Thoughtful*
_ *Tolerant*
_ *Tough*
_ *Trusting*
_ *Trustworthy*
_ *Unaffected*
_ *Unassuming*
_ *Understanding*
_ *Unexcitable*
_ *Uninhibited*
_ *Verbal*
_ *Versatile*
_ *Warm*
_ *Wholesome*
_ *Wise*
_ *Witty*
_ *Zany*

(Write in, below, any additional words that you believe describe you.)

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

The adjectives opposite are deliberately listed in alphabetical order rather than in groups of words that seem to go together. Each of us is unique, and one of the goals of this worksheet is to help you identify both the components and sum of your own attributes so that you can understand your distinctive career potentiality as fully as possible. You will find some patterns in the adjectives that you have checked and circled, patterns which you may share, in part, with other people, but which are also uniquely yours. In order to focus more sharply on who you are, take time now to group your strengths in four or five general categories.

Begin by listing, in the columns provided, the adjectives (your strengths) which seem to you to be similar. For example, if a person had checked patient, steady and meticulous, these might be in the same column. Next review each column and try to think of a general heading which describes your listed strengths, e.g., careful might be the general heading in the preceding example.

Pages 14 and 15 excerpted from: Catalyst booklet, Planning for Work, Self-Guidance Series G1, Catalyst, 14 E. 60th Street, New York, NY 10022.

Assessing Your Accomplishments

In order to develop a list of your abilities, it is useful to look at past achievements. In the spaces provided below list as many achievements as you can think of. List molehills as well as mountains. Remember to include achievements from your childhood and teen years.

Sample: Learning to overcome fear of water and to swim.

Sample: Performed in a trio in the school talent show.

Sample: Hiking for 3 days along the Appalachian Mountain Trail.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Now, choose five of these accomplishments and describe each more fully. Try to include at least one from your childhood or teen years. Then complete the phrase at the bottom of the page.

Sample: When I was 8, I was afraid to get my face wet. That summer I not only did that, but also learned to swim well enough to be a "white cap," a deep water swimmer. This was the first time I can remember being successful at a physical activity.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

In looking at past accomplishments I became aware _____

_____

_____

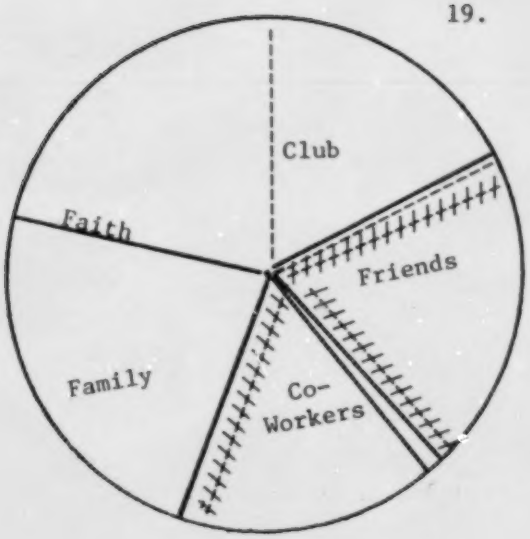
SUPPORT SYSTEMS

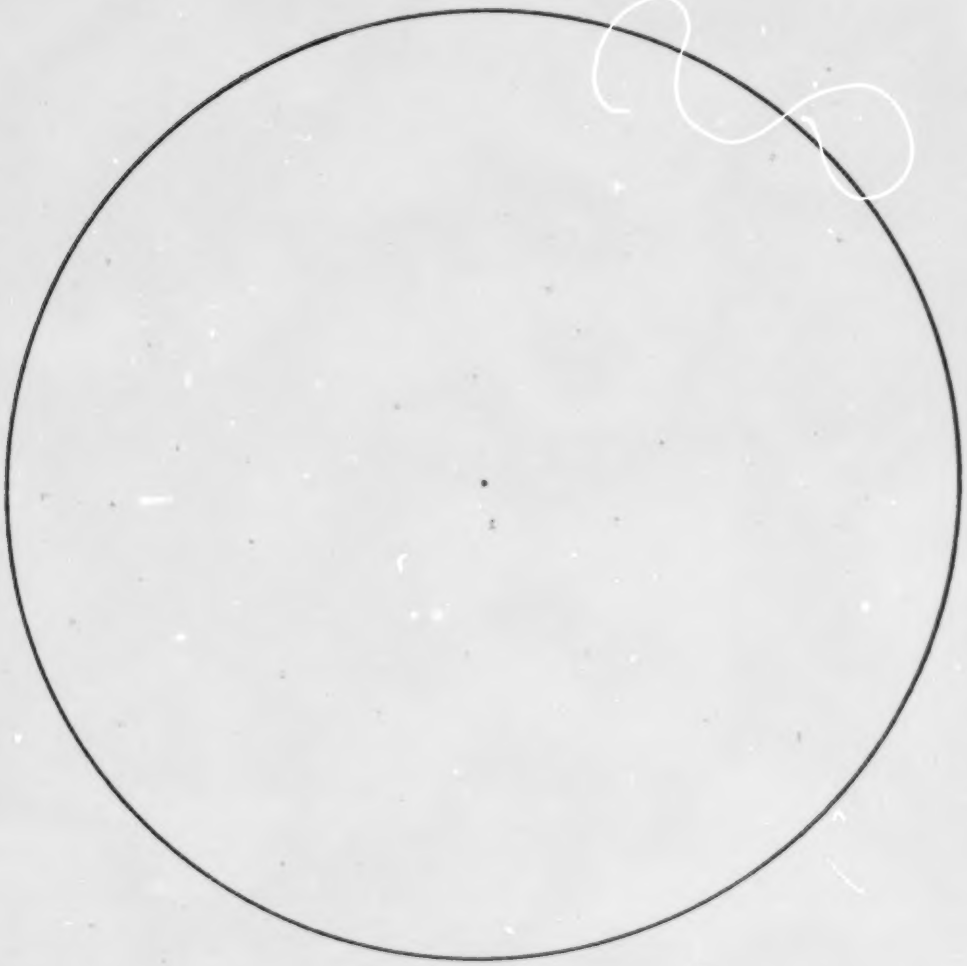
One way to look at your personal environment is through examining your sources of support.* Below, in the first column, a series of possible needs are listed; in the second, the type of support which might meet that need. The third column provides a place for you to indicate your own support to meet this need. (e.g., people, books, institutions, places.) You may have some blanks, either because you are missing support in these areas, or because you don't have the need. Space is also provided for you to add needs and supports if you wish.

*Two models for doing this are provided on these pages.

NEED	TYPE OF SUPPORT	YOUR OWN SUPPORT
Self-esteem	People who know what you can do - pats and pans - feedback	
Personal connections	Close friends	
Work connections	Professional contacts and referral agents	
Social connections	People who like you	
Peers	People who are like you	
Stimulation and Challenge	"Friendly kicker", pushes and stretches	
Role models	People you want to emulate	
Navigation - how to get where you want	Mentor or sponsor	
Vulnerability/Stress	Foul weather friends - can be depended on in a crisis	

Another model for assessing your support systems involves a pictorial representation. Using a circle with a dot in the middle, representing you, indicate the different people, institutions, etc. in your life that are supports for you. Indicate strong supports with a solid line _____, conflicting support with cross hatches ≠ ≠ ≠, and distant or weak supports with a dotted line ----.





20.

INFORMATION INTERVIEW

Set up an interview with one or two people in fields you are considering, asking them to talk about what they do. The purpose is primarily gathering information, not job hunting. Below are some questions to use as a guide - feel free to add or delete, or change the order to fit the situation.

1. Job title:_____
2. Organization:_____
3. Approximate salary or range:_____
4. Hours (any peak or seasonal variations?):_____
5. Work performed (daily routine):_____

_____

_____

_____

_____

_____

_____

6. Prerequisite experience and education necessary:_____

_____

_____

7. How did you obtain this job?:_____

_____

8. Inservice or on-going training (describe):_____

_____

9. Professional group or union membership required:_____

_____

10. Career mobility (what opportunities are there for promotions?):_____

_____

11. Future outlook (what do you predict will be happening in this field in 5-10 years?):_____

12. Are there any pre-employment tests?:_____

13. Describe the supervision received by a person in this position: _____

_____

_____

14. Describe the supervision given by a person in this position: _____

_____

15. What equipment or business machines are operated? _____

_____

_____

16. Are there any special requirements for this job (e.g., sex, age, manual dexterity, good vision, strength, endurance, etc.)? _____

_____

_____

17. Describe the working conditions or job setting: _____

_____

_____

18. Some of the satisfactions of this job are: _____

_____

_____

19. Some of the headaches of this job are: _____

_____

_____

20. Are there other people or organizations that you recommend I contact? _____

_____

_____

Comments: _____

_____

22.

INFORMATION INTERVIEW

Set up an interview with one or two people in fields you are considering, asking them to talk about what they do. The purpose is primarily gathering information, not job hunting. Below are some questions to use as a guide – feel free to add or delete, or change the order to fit the situation.

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2. Organization:_____

3. Approximate salary or range:_____

4. Hours (any peak or seasonal variations?):_____

5. Work performed (daily routine):_____

_____

_____

_____

_____

_____

_____

6. Prerequisite experience and education necessary:_____

_____

_____

7. How did you obtain this job?:_____

_____

8. Inservice or on-going training (describe):_____

_____

9. Professional group or union membership required:_____

_____

10. Career mobility (what opportunities are there for promotions?):_____

_____

11. Future outlook (what do you predict will be happening in this field in 5-10 years?):_____

12. Are there any pre-employment tests?:_____

13. Describe the supervision received by a person in this position: _____

_____

_____

14. Describe the supervision given by a person in this position: _____

_____

_____

15. What equipment or business machines are operated? _____

_____

_____

16. Are there any special requirements for this job (e.g., sex, age, manual dexterity, good vision, strength, endurance, etc.)? _____

_____

_____

17. Describe the working conditions or job setting: _____

_____

_____

18. Some of the satisfactions of this job are: _____

_____

_____

19. Some of the headaches of this job are: _____

_____

_____

20. Are there other people or organizations that you recommend I contact? _____

_____

_____

Comments: _____

_____

A Profile of Your Time

Throughout this workbook you have been following the Arrow Decision-Making Process by gathering information, evaluating this information, and beginning to clarify your goals. On the following two pages you will continue this process by gathering information about how you spend your time and how you would like to spend it. The purpose of this is to help you begin to explore alternatives more concretely. You may find it helpful to refer to the examples provided below in completing your own profile.

SAMPLE PROFILES

How do you currently spend your time? (Typical day or week)	Percent of time in each activity.
Work (paid or volunteer) - 20 hrs.	12%
Driving - 3 hrs.	2%
Household Duties (indoors & outdoors) - 18 hrs.	11%
Childcare - 20 hrs.	12%
Social - 6 hrs.	4%
Clubs - 8 hrs.	5%
Hobbies - 7 hrs.	4%
Personal Care - 12 hrs.	7%
Meals - 18 hrs.	11%
Sleep - 56 hrs.	33%
Total	101%

Work - 46 hrs.	27%
Driving - 6 hrs.	4%
Meals - 16 hrs.	10%
Sleep - 50 hrs.	30%
Social - 8 hrs.	5%
Leisure - 14 hrs. (TV, Reading, Relaxing	8%
Chores - 12 hrs. (Repairs, Cooking, Cleaning, Gardening)	7%
Family Activities - 16 hrs. (e.g., Time with Children)	10%
Total	101%

How Do You Spend It? How Would You Like To Spend It?

As you complete the profiles below, first indicate how you currently spend your time in a typical day or week. Then consider how you might like your typical day or week to be and indicate the redistribution of time you may have to make in order to accommodate career, educational or vocational change.

CURRENT TIME DISTRIBUTION

How do you currently spend your time?	Percent of time in each activity.
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

PROJECTED TIME DISTRIBUTION

How would you like to spend your time?	Percent of time in each activity.
_____	____
_____	____
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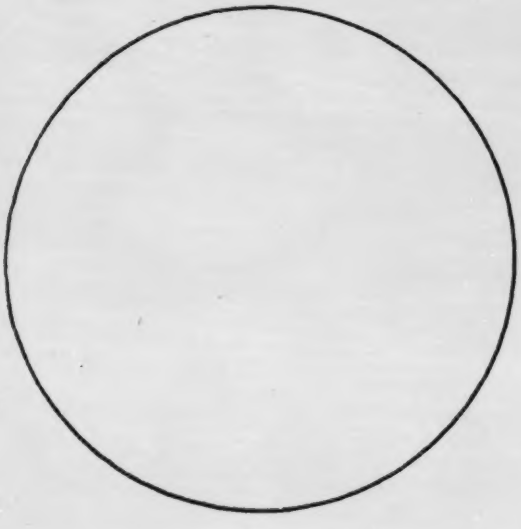
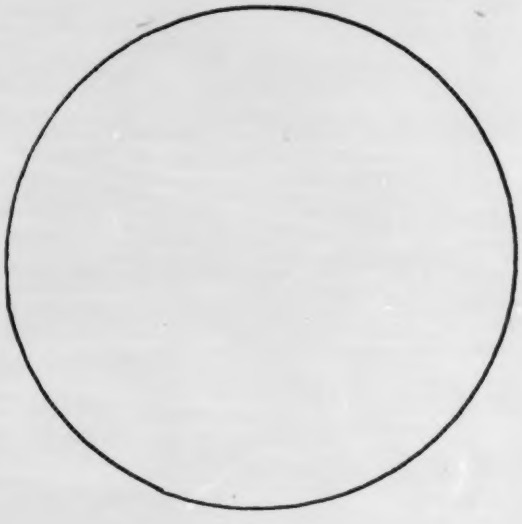
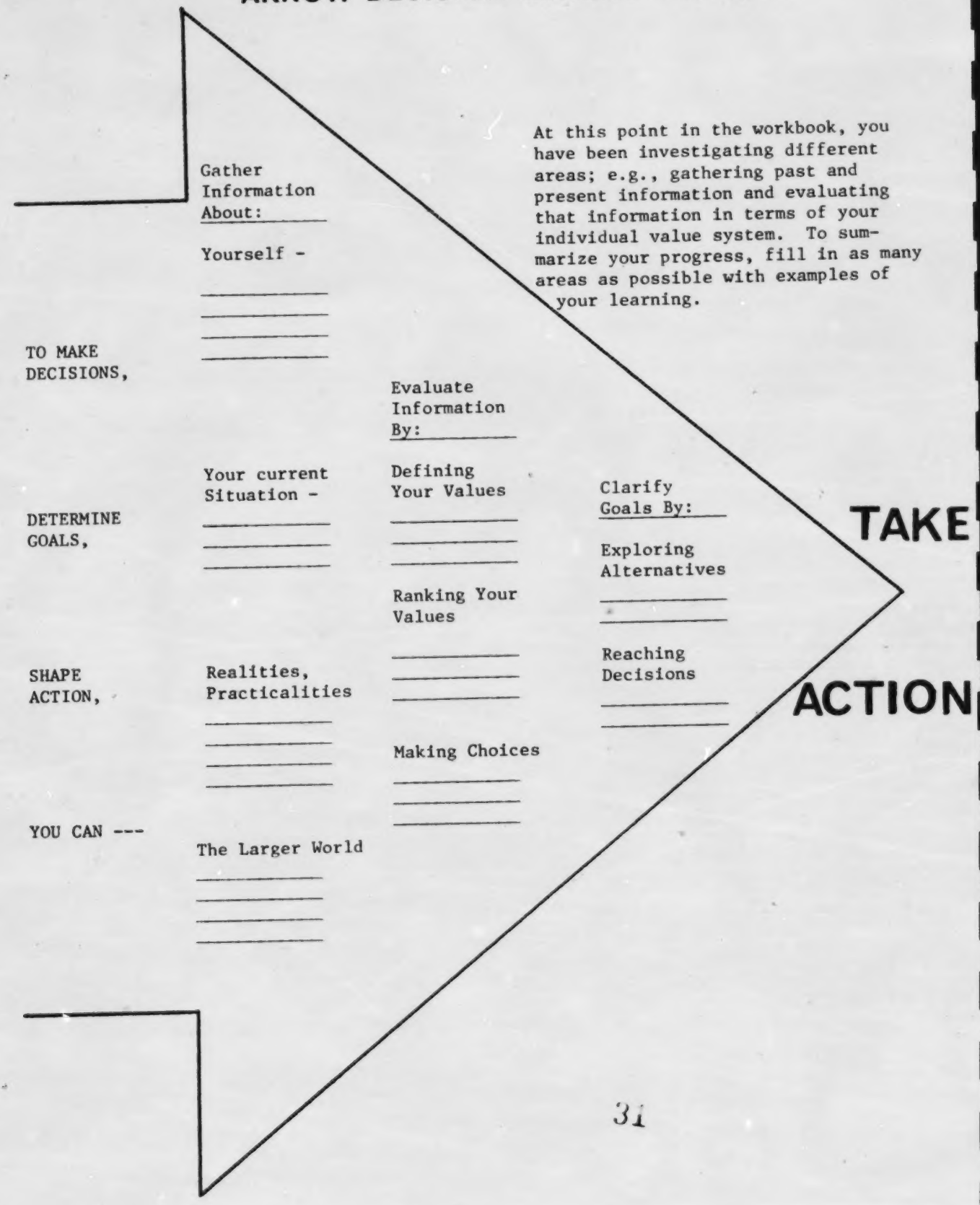




MID-POINT
ARROW DECISION-MAKING PROCESS



At this point in the workbook, you have been investigating different areas; e.g., gathering past and present information and evaluating that information in terms of your individual value system. To summarize your progress, fill in as many areas as possible with examples of your learning.

How Do You Spend It? How Would You Like To Spend It?

As you complete the profiles below, first indicate how you currently spend your time in a typical day or week. Then consider how you might like your typical day or week to be and indicate the redistribution of time you may have to make in order to accommodate career, educational or vocational change.

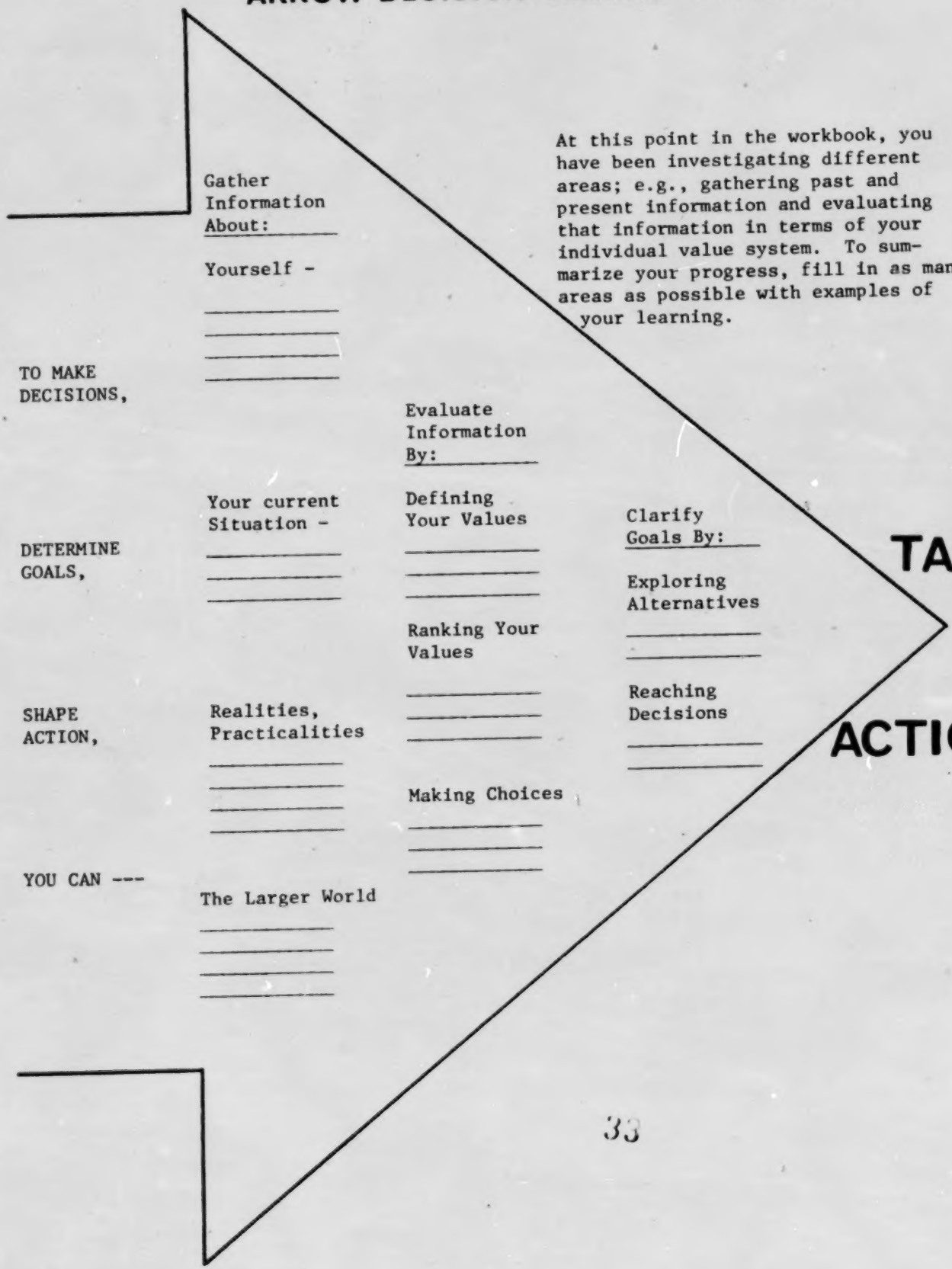
CURRENT TIME DISTRIBUTION

How do you currently spend your time?	Percent of time in each activity.
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

PROJECTED TIME DISTRIBUTION

How would you like to spend your time?	Percent of time in each activity.
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____
_____	____

MID-POINT
ARROW DECISION-MAKING PROCESS



At this point in the workbook, you have been investigating different areas; e.g., gathering past and present information and evaluating that information in terms of your individual value system. To summarize your progress, fill in as many areas as possible with examples of your learning.

Review of the Decision-Making Process

WHAT IS IT?

Decision-making can be defined as a process in which you select from two or more possible choices. A decision is not required unless there is more than one course of action to consider.

Two individuals may face a similar decision, but each person is different, and each may want a different outcome. It is the individual who makes each decision unique. Learning decision-making skills increases the possibility that you can achieve what you want.

Each decision is limited by what you are capable of doing. Someone who cannot drive a car cannot choose between walking and driving. Your capability includes a knowledge of alternatives. If you are choosing a restaurant in which to have dinner but do not know that certain restaurants exist, you cannot choose one of them.

A second limitation on decision-making is determined by the environment. If you are capable of driving a car but do not have one available, you cannot choose to drive. If only one restaurant exists where you are, you do not have a choice of restaurants.

Each decision is also limited by what you are willing to do. If you are willing to borrow or steal a car, you may increase your alternatives. If you are not willing to try a new restaurant or to sample unusual food, you restrict your choices of where to have dinner. What you are willing to do is usually determined by what you value most.

WHAT'S INVOLVED?

To be a decision-maker, you need to know something about yourself, your values, and your capabilities. You will want to learn how to change these characteristics, if they can be changed and if you want them changed.

As a decision-maker, you must also know something about your environment, its opportunities, and its limitations. And you should know how to change these conditions, if they can be changed and if you want them changed.

Finally, the decision-maker needs to know the skills involved in the decision-making process. Learning these skills and obtaining practice in applying them can help turn you into a good decision-maker.

Pages 27 and 28 adapted from Decisions and Outcomes, College Entrance Examination Board, Copyright 1973.

THE PROCESS

Decisions are based on what you know and what you want. The decision-making process involves using what you know (or can learn) to get what you want. The steps below show what is involved in making a well-considered decision. In order to become more familiar with this eight step process, use the facing page to outline a decision which you are currently facing. If it does not seem appropriate to complete steps 6, 7, and 8 at this point, you may want to leave them for a later date.

Step 1. Define the decision to be made, e.g., that which you hope to accomplish or attain.

Step 2. List the reasons that this decision has been difficult for you to make.

Step 3. Write the possible solutions which you have already considered in this decision.

Step 4. Identify the various values which are related to this decision.

Step 5. Try to identify further alternatives - look for modifications of solutions already considered. If necessary, seek additional information.

Step 6. Weigh ALL the alternatives. Assess the risks and costs involved in each of the available alternatives. Consider the probability of success for each alternative.

Step 7. Select the alternative which is most appropriate for your situation, your values, your goal.

Step 8. Design a plan of action, a strategy to implement your decision, to achieve your goal.

Your Decision

Step 1. _____

Step 2. _____

Step 3. _____

Step 4. _____

Step 5. _____

Step 6. _____

Step 7. _____

Step 8. _____

Financial Worksheet

In considering career or educational change, it is important to project the direct and indirect costs of such a change. In addition to the items below, you may want to assess how your change in earnings or expenditures could affect your family's tax bracket as well as some of the long-range benefits or costs.

Plan A: _____

Expected change in income/benefits (base salary, hospitalization, medical, dental, tuition reimbursement, retirement plan, etc.)

$ _____

$ _____

Total difference in income $ _____

Expect change in expenses (transportation, household help, child care, meals out, professional development, dues, clothing, tuition, uniforms, etc.)

$ _____

$ _____

$ _____

$ _____

Total difference in expenses $ _____

Net change in budget (±): income minus expenses $ _____

Plan B: _____

Expected change in income/benefits

$ _____

$ _____

Total difference in income $ _____

Expected change in expenses

$ _____

$ _____

$ _____

$ _____

Total difference in expenses $ _____

Net change in budget (±): income minus expenses $ _____

Investment for Change

Planned change usually requires an investment of time, money, and energy. The following questions provide a way for you to evaluate some of the potential costs of the changes which you are considering.

How much time do you have available right now that you could invest in preparing for a new career? (You might want to review "A Profile of Your Time," pp. 20 and 21 in answering this question.) _____

_____

_____

_____

How much time do you have available right now that you could invest in changing your leisure activities? (Keep in mind activities you are not willing to give up, e.g., entertaining, traveling, golfing, gardening, etc. as well as some in which you might be willing to spend less time.) _____

_____

_____

_____

How much time in months or years can you spend preparing for a new career? _____

_____

_____

_____

How much money can you afford to spend preparing yourself for a new career? (You might want to review the "Financial Worksheet," page 30, in answering this question.)

_____

_____

_____

Considering your own physical and emotional energy levels, how much energy you have to invest in achieving your goals? _____

_____

_____

_____

Evaluating A Career Possibility

OCCUPATIONAL TITLE: _____

Briefly describe this occupation. _____

What needs, interests, and values would this occupation satisfy for you? _____

What skills and training do you already have that this occupation requires or would utilize? _____

What skills and training do you lack that this occupation requires? _____

What personality traits or attributes do you have that this occupation requires or would utilize? _____

What personality traits or attributes are required by this occupation that you do not have or do not wish to use? _____

How does this occupation fit into your short-range goals? _____

How does this occupation fit into your long-range goals? _____

What additional information do you need about yourself and/or this occupation in order to realistically evaluate its possibilities for you?

What steps do you need to take, both immediate and future, to attain this goal?

Evaluating A Career Possibility

OCCUPATIONAL TITLE: _____

Briefly describe this occupation. _____

What needs, interests, and values would this occupation satisfy for you? _____

What skills and training do you already have that this occupation requires or would utilize? _____

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What personality traits or attributes are required by this occupation that you do not have or do not wish to use? _____

How does this occupation fit into your short-range goals? _____

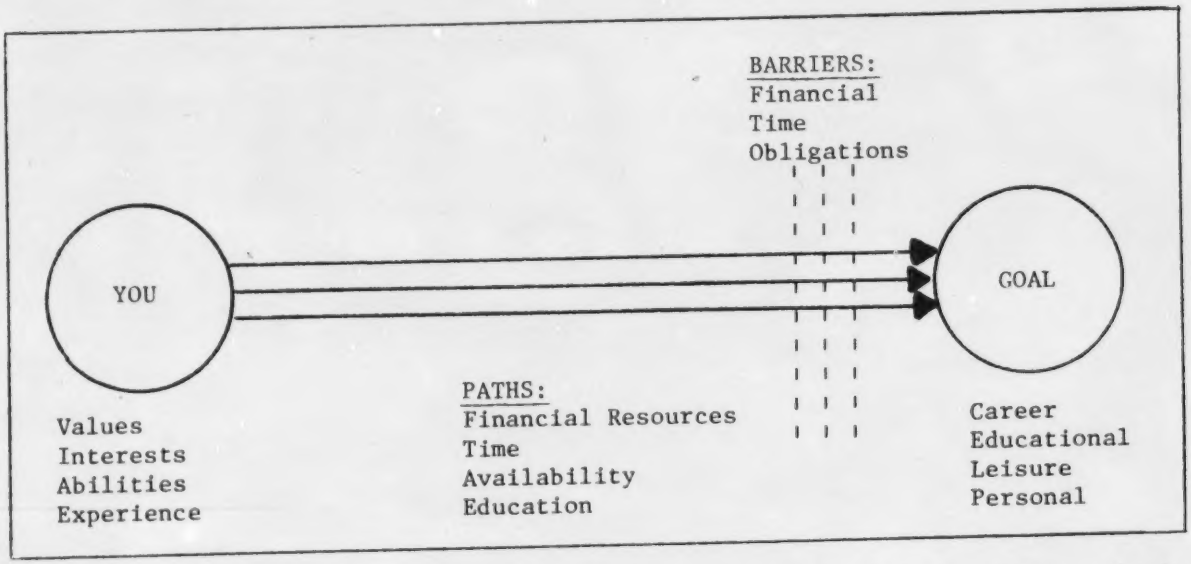
How does this occupation fit into your long-range goals? _____

What additional information do you need about yourself and/or this occupation in order to realistically evaluate its possibilities for you?

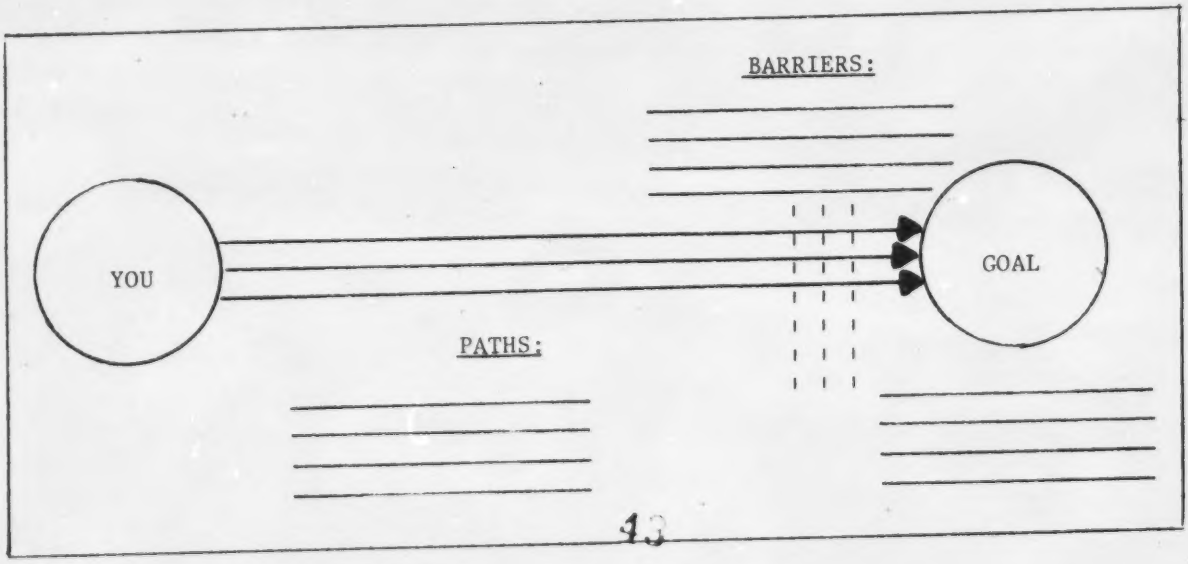
What steps do you need to take, both immediate and future, to attain this goal?

Take Action

After making a decision you need to consider how to implement that decision. A useful paradigm for this process was developed by Kurt Lewin as he showed the pathways and barriers between you and your goal.



The following two pages provide a way for you to look at the pathways leading to two of your own goals, and the barriers which might block these paths. As with the arrow decision-making process, you need to individualize this paradigm. For example, finance may not be a barrier for you but physical energy might be. Education may not be a path for you, but a job hunt might be. The goal you are considering may be immediate, or more long term. Your goal may be to immediately join a bowling league, to become an X-ray technician in two years, or to have some meaningful activities after retirement; the process of evaluating your plans to reach your goal is the same in all cases. In the space provided below indicate some of your alternate goals, short and long term, and some of the paths and barriers you now see. Then choose two of these goals to explore more fully on pages 37 and 38.



Getting There: Paths and Obstacles

Goal: _____

What are the values for you in this goal, (i.e., why do you want to attain it)?

_____

_____

What are the paths which you can think of to help you reach this goal?

_____ _____

_____ _____

_____ _____

What do you see as the major obstacles which might prevent you from reaching this goal?

_____ _____

_____ _____

_____ _____

What can you do to increase your paths or reduce your obstacles? (e.g., if a degree is a goal, further education is a path and money for tuition is an obstacle, then a scholarship might be an option.) _____

_____

_____

What are some alternative ways for you to meet this goal or how could it be modified in order for it to be more achievable?

Your Goal:	Your Values:	Modified Goals:
_____	_____	_____
	_____	_____
	_____	_____
		_____

What is one next step which you can take immediately which will lead toward accomplishing this goal?

I can _____

_____

Goal: _____

What are the values for you in this goal, (i.e., why do you want to attain it)?

_____

_____

What are the paths which you can think of to help you reach this goal?

_____ _____

_____ _____

_____ _____

What do you see as the major obstacles which might prevent you from reaching this goal?

_____ _____

_____ _____

_____ _____

What can you do to increase your paths or reduce your obstacles? (e.g., if a degree is a goal, further education is a path and money for tuition is an obstacle, then a scholarship might be an option.) _____

_____

_____

What are some alternative ways for you to meet this goal or how could it be modified in order for it to be more achievable?

Your Goal:	Your Values:	Modified Goals:
_____	_____	_____
	_____	_____
	_____	_____
		_____

What is one next step which you can take immediately which will lead toward accomplishing this goal?

I can _____

_____

Applying for Jobs: Some Practical Tips

RESUMES

PURPOSE:

A. To get you an appointment for a job interview.

B. To provide the reader with a brief clear image of you, including your qualifications, experience and interests.

TYPES:

A. Functional: Job and educational experience is organized by category, rather than by dates. This type is best for a person with gaps in their employment history who wish to emphasize skills developed in non-traditional ways.

B. Chronological: Job and educational experience are listed in reverse chronological order, beginning with the most recent. This type is more widely accepted by employers.

FORMAT:

Consider your resume as your personal representative. It may be seen by a prospective employer as a sample of your work; therefore, your resume should be neat, easily read, concise, well organized and visually appealing. Your original should be typed perfectly and your copies should be high quality printing. Carbons, mimeographed, or Xeroxed-type reproductions are not acceptable. Your resume should be one or two pages long.

CONTENT:

A. Objective: This is an optional portion of a resume, most appropriate for people looking within a specific area of employment. When used, it should be placed first, and should contain a concise description of your career aims. The objective may sometimes be more usefully included in a cover letter.

B. Headings: Some possible divisions of your resume are Employment, Education, Professional Affiliations, Publications, Hobbies, Fellowships and Awards, Personal, and References.

C. Order: Either education or employment should be first, depending upon which allows you to highlight your most important qualifications.

D. Personal: You may choose to omit this section from your resume, or you may limit it to a few personal statistics, such as age, marital status, children.

E. References: "References upon request" is the standard phrase. It is not appropriate to list individual names. This should be the last section of your resume.

SELECT HIGHLIGHTS:

Avoid details and long lists. For example, if you hold a college degree, it is not necessary to indicate that you attended three undergraduate schools and two summer schools. (If, on the other hand, you do not have a college degree, it may be important to indicate that you have had some college-level work.) It is also not necessary to list all courses you have taken, all courses you have taught, etc. If you have published 40 articles, you don't need to list them all! Include those activities which add to the image you want to establish. Volunteer or community work, for example, might be included if it indicates experience which will be useful in the kind of job you are seeking.

DISSEMINATION:

Your resume should be brought with you to all job interviews. It can be sent in response to newspaper want ads. It can be given to acquaintances who might hear of positions. It can be sent to any business or institution in which you are interested, even if you do not know of a specific opening. It can be attached to a job or school application form.

COVER LETTER

A cover letter is sent to a specific employer, by name whenever possible. The name of the personnel director of large companies can be found in business indices in your public library. Another approach is to telephone your potential employer and request the name of the person responsible for hiring.

A cover letter provides an opportunity for you to highlight the special accomplishments which qualify you for the position being offered. You may select one or two particularly relevant accomplishments which make you stand out from other applicants, and describe them in more detail than is in your resume. You might also wish to describe your job objective in the cover letter, as this allows you to tailor the objective to the particular position. If you are able to gather some information about the company to which you are applying, you should try to briefly indicate this knowledge in your letter. You should ask for an appointment at the employer's convenience, and indicate that you will call in a few days to see if it has been arranged.

Interview Tips

BE PREPARED

A. Research the company. Know their major products and/or services. Have some questions in mind. Have paper and pencil with you to take notes after the interview.

B. Rehearse answers to possible questions. Be prepared for vague, surprising, or even illegal questions. Plan answers to these.

C. Know the time and place; visit beforehand if you might get lost. Be there early.

D. Dress conservatively, avoid extremes in appearance.

E. Have names, complete addresses and phone numbers of your references with you. Have two copies of your resume with you.

THE INTERVIEW

A. Be concise and specific with your answers, but not curt. Be as informative as possible about your relevant accomplishments. If you are not asked about subjects which you consider relevant to the opening, volunteer the information. If, however, you sense that you are talking too long, ask the interviewer if there are any other questions which (s)he would like to ask.

B. Try to relax; address the interviewer by last name; offer to shake hands; don't sit down until invited; don't smoke unless invited to do so.

C. Try to ask some relevant questions about the company or institution which convey your knowledge about and interest in the organization. Do not ask about fringe benefits or vacations at the initial interview; the time for that type of question is after you have been offered the job.

D. Most interviews last 20-40 minutes; be sensitive to cues from the interviewer that the session is almost at an end. You may want to ask if, and when, you may call to find out whether you have been hired.

FOLLOW-UP

A. If you have indicated that you will call back by a certain date be sure to do so.

B. If the interviewer says you will be contacted by a specific date, and you do not hear, call and check. You may also wish to send a thank you note, reminding the interviewer of the highlights of the interview and thanking him/her for the time.

C. Expect to experience rejection at some point. Rejection is not a personal put-down, but an inevitability of a tight job market. Persistence will pay off.

Sample Job Interview Questions

1. What led you to choose your particular field (or your academic major)? What do you like about it? What don't you like about it?
2. In what kinds of positions are you most interested?
3. Have you had summer or previous employment in this or a related field?
4. What have you learned from your previous work experience?
5. What are the most important considerations for you in choosing a job?
6. What kinds of courses have you taken that you think prepared you for this occupation?
7. How did you do in courses related to this job? How did you do overall in high school? College?
8. Why did you interview with our company?
9. Do you have any geographical preferences about where you work?
10. What do you see yourself doing five years from now? Ten years from now? What are your long-range goals?
11. If you are married, how does your spouse view your job?
12. How important is your family and personal life as compared with your work?
13. What are your father's and mother's occupations?
14. How do you spend your leisure time? Hobbies?
15. What would you say is your strongest attribute? What is your weakest point?
16. Have you ever had any problems interacting with fellow workers?
17. What are your ideas on salary? How much money do you want to be earning 10 years from now?
18. What do you think that you can contribute to our company that would make us want to hire you?
19. Were you ever fired from a job? Did you ever quit a job? Why?
20. Are there any questions that you want to ask?

From "Preparing Individuals for Job Interviews: Suggestions From More Than 60 Years of Research," by John and Merna Dee Galassi, Personnel and Guidance Journal, 1978, pp. 188-191. Copyright December 1978 by American Personnel and Guidance Association. Reprinted with permission granted from APGA Press.

Sample Functional Resume

RESUME

LEE SMITH

Address: 125 West 89th Street, New York, New York 10024

Telephone: (212) PL 7-0600 (office)
(212) TR 6-3878

Business Experience:
(1965-1976)

Program Development

Conducted research into the representation of minority students in medical colleges. Developed proposal for a major study in the field. Secured funding for the project; coordinated and administered the program and assumed responsibility for accountability of $845,000. Program has had major effect on medical education.

Initiated and developed a national minority student recruitment program for 20 medical colleges.

Writing

Compiled and published reports in a variety of educational areas. Produced several booklets on urban problems for general distribution.

Research

Gathered and analyzed information concerning higher education in a variety of specialized fields. Familiar with data collection and statistics. Good knowledge of computers.

Administration and Management

Hired and trained research assistants. Managed medium-sized (30 people) office.

Public Relations

Prepared press releases and conducted press conferences.

Education: Fordham University, B.A., English Literature, 1958
Columbia University, M.A., Journalism, 1959

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Sample Chronological Resume

Resume

LESLIE BROWN

ADDRESS: 123 Adams Road, Congress, Illinois 60624

TELEPHONE: 313 - 560-4321

OBJECTIVE: Challenging sales position with opportunity leading to management responsibilities with a growth-oriented firm which will utilize my extensive sales background and proven ability to contribute to the efficient operation and profitability of the organization.

EDUCATION:

Wayne State University, Detroit, Michigan — 1950-1954
Bachelor of Science

Chrysler Institute of Engineering — 1949-1950
Highland Park, Michigan
Emphasis: Engineering

EMPLOYMENT HISTORY:

DEF Copper Products Divison of DEF Corporation
Columbus, Ohio — 7/73-7/75

DISTRICT SALES MANAGER
DEF is one of the leading manufacturers of copper tubing and related items, and foremost in sales grossing $636 million annually.

As district sales manager for the Michigan territory was solely responsible for promoting and selling company products to wholesalers, distributors and OEM accounts.

Created and maintained excellent customer relations by researching and meeting client needs. Promoted corporate image by participating and assisting customers in trade show presentations.

Successful in adding new business to the territory and maintaining established accounts. Effected a significant sales penetration in territory at a time of low economic conditions.

XYZ Company
Roger City, Michigan — 1961-1973

MANUFACTURERS' REPRESENTATIVE
Covered the states of Michigan and Ohio in the refrigeration and air conditioning field promoting the sales of products

through wholesalers, distributors and original equipment manufacturers. Companies represented were refrigeration equipment and component manufacturers.

In addition to general sales strategies, assisted engineering personnel of client companies in application of principal's products. Created a newsletter for new product introduction and established a direct mail list to maintain ongoing communication with customers.

Was requested to deliver technical talks to industry associations: American Society of Heating, Refrigeration and Air Conditioning Engineers and Refrigeration Service Engineers Society. Speeches were supplemented with slides for a well received presentation.

Over a five year period income derived from company increased four hundred percent.

GHI Products Corporation
Bridgeman, Michigan 1953-1961

SALES ENGINEER 1957-1961
GHI is a manufacturer of drinking water coolers, oil separators, carbonators and liquid coolers. Yearly sales are $3 million.

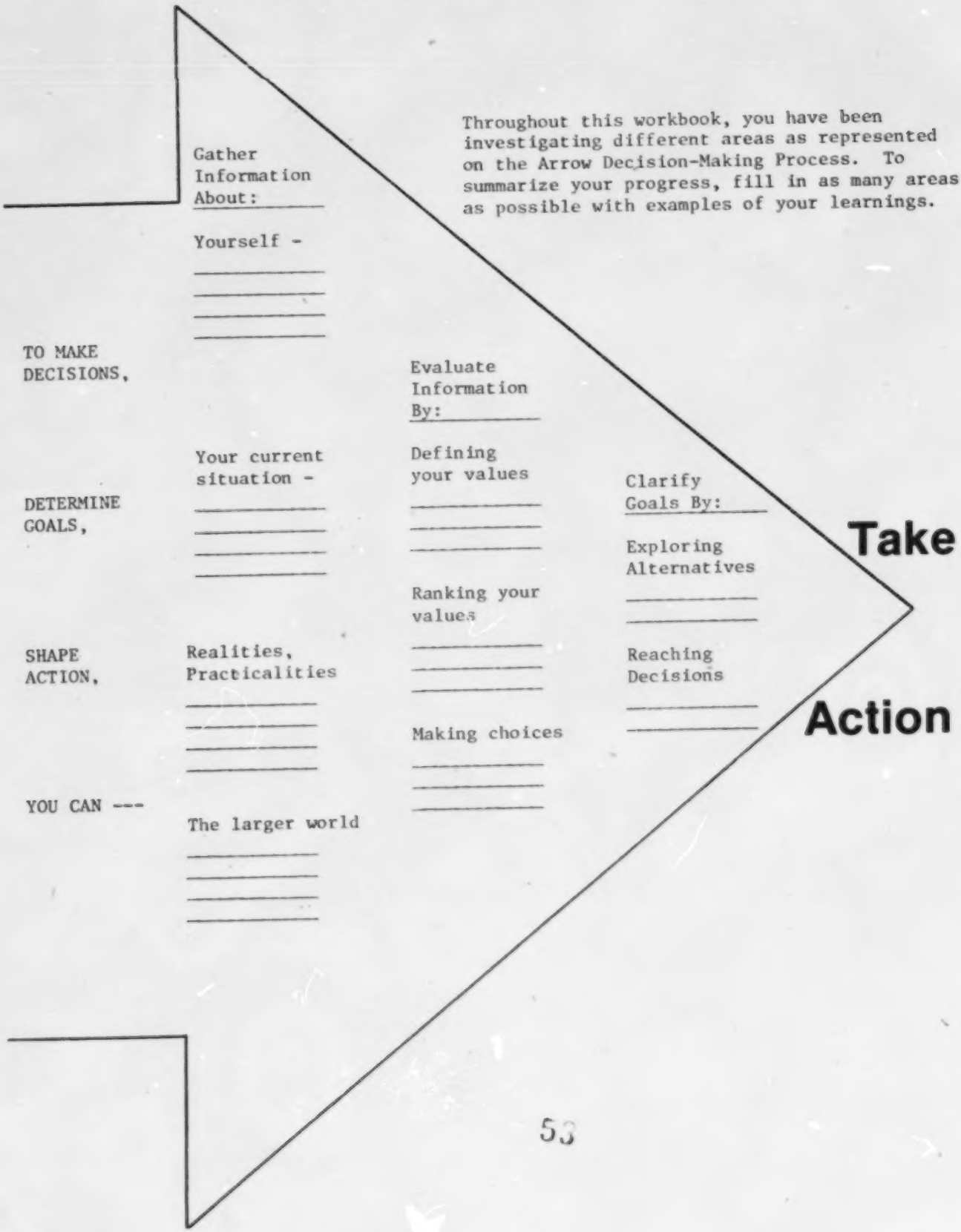
Promoted sales through wholesalers in Michigan and Ohio. Responsibilities corresponded to those held in DEF and XYZ. In addition, was responsible for inside sales activities: customer correspondence and liaison between service department and customers. Office administration functions included personnel duties (interviewing, hiring and termination) and supervision of a staff of three.

Worked with advertising agency creating copy and layout for brochures and magazine advertising.

ENGINEERING DESIGN 1953-1957
Worked in design testing and detailing of refrigeration and dispensing equipment.

PERSONAL: Born 6/7/29 Married, Two Children

Arrow Decision-Making Process



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